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ABSTRACT

The purpose of this study was to determine the extent and future of outdoor education in the elementary schools of Joint School District Number 1, Port Washington, Wisconsin, from the 1971-72 school year to the present. A questionnaire was distributed to all elementary teachers in grades K-6, with the exception of physical education teachers. The survey gathered data on when students were taken out of the classroom for educational experiences, resource areas used, related curriculum areas, reasons for out-of-door activities, materials used, factors that discouraged outdoor education, and teacher opinions as to the need for a specialist or workshops in outdoor education. Because of the small number of teachers in the survey (44 out of 66 responded) there was not a significant difference between the number of teachers that had participated in outdoor education and those that had not. There were 18 findings which determined, for instance, that outdoor education experiences were most frequent in grades K-4 and that the curricular areas most frequently stressed were science, social studies, health, and safety. The 6 recommendations generally covered resource areas, curriculum, materials, teacher aids, workshops, and the need for an outdoor education specialist. (KM)

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A Model For Outdoor Education

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1974

ABSTRACT

This study analyzes the amount of outdoor education, curriculum area, teacher attitudes and reasons for outdoor education, discouraging factors, educational materials, workshops, grades taught and years of teaching experience. This should be helpful to teachers, administrators and school systems contemplating outdoor education programs.

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A Model For Outdoor Education

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This research was undertaken to provide a model to aid public schools in implementation of outdoor education programs. Although the major thrust of this writing is local and narrow in its scope, the implications are quite broad and useful to any school system which may want to begin or maintain an outdoor education program.

With more and more schools searching for ways to educate in ways to protect the environment and keep down pollution, it becomes of parmount interest to study the possibilities. As the population has become more urban, there is less contact with the environment and the out of doors. The pollution and environmental problems facing the society emphasize the need for more attention to this in our school system. As this thrust influences more people, then there will be various ways to meet this.

This model is not intended to be a cure-all nor a radical proposal to go all out to this area, but instead is a study of the methods, curriculum, and feelings of teachers engaged in an actual program and should be helpful to others attempting to accomplish the same task.

INTRODUCTION

Outdoor education is a term used to describe a method of educational instruction which makes use of resources found out-of-doors for practical learning experiences. There are many forms that outdoor education may take, one of which involves relating the school curriculum to educational experiences in the out-of-doors. Because outdoor education deals with practical, real life situations, it assumes an important place in the school curriculum!

Statement of the problem

The purpose of this study was to determine the extent and future of outdoor education in the elementary schools of Joint School District Number 1, Port Washington, Wisconsin, from the 1971-1972 school year to the present. The factors to be analyzed were as follows:

1. The frequency of outdoor education experiences in the last year and a half.
2. The areas of curriculum associated with the out-of-classroom experience.
3. The resource areas used in outdoor education experiences.
4. The reasons teachers engaged in outdoor education experiences.
5. The factors which discouraged teachers from engaging in outdoor education activities.
6. The educational materials used in association with outdoor education experiences.

7. The feeling of teachers toward improving outdoor education in the district through a spcialist or workshops.

8. The relationships of grade taught and years of teaching experience to the use of outdoor education in the curriculum.

Definition of Terms

For purposes of this study the following terms are defined:

OUTDOOR EDUCATION. Outdoor education is defined as an educational experience related to the school curriculum, taking place outside of the classroom. Physical education is excluded from this definition.

EDUCATIONAL EXPERIENCE. An educational experience is planned by the teacher and focuses on a particular process or concept that has educational value in relation to the curriculum.

OUT-OF-CLASSROOM. Out-of-classroom refers to the conducting of educational experiences in places other than the school classroom.

PROCEDURE

A survey questionnaire was developed in accordance with the objectives of study and then distributed to all elementary education teachers grades kindergarten through six in the Port Washington, Wisconsin, Public School District, with the exception of physical education teachers. This group also included specialists in the areas of art and special education. A copy of the questionnaire can be found in the appendix to this study.

The questionnaire was divided into five sections. The introduction asked the teachers to indicate the school they were teaching at, the grade taught and the number of years of teaching experience. They were also asked to indicate whether or not they had taken their students out of the classroom for educational experiences during the school year 1971-1972 to the present time.

The first section asked the teachers to identify the number of times they used any of the resource areas indicated and the area of curriculum related to that particular visit.

Section two attempted to identify the reasons that teachers have for taking their classes out of the classroom and any material they have used in association with the out-of-doors classroom activities.

The third section asked the teachers who had not taken their classes out of the classroom to identify the factors that have discouraged them.

The fourth and fifth sections asked for an opinion as to the need

or value in having a qualified specialist, or workshops in outdoor education for teachers in the district.

Surveys were returned by 42 of 66 teachers (64%) to which they were distributed. The data was recorded for each school separately and then accumulated to show the results for the entire district. The data sheets can be found in the appendix of this study.

The responses of those teachers participating in the survey will make it possible to determine how extensively outdoor education is used and which areas of the curriculum are benefiting most from its use.

ANALYSIS OF DATA

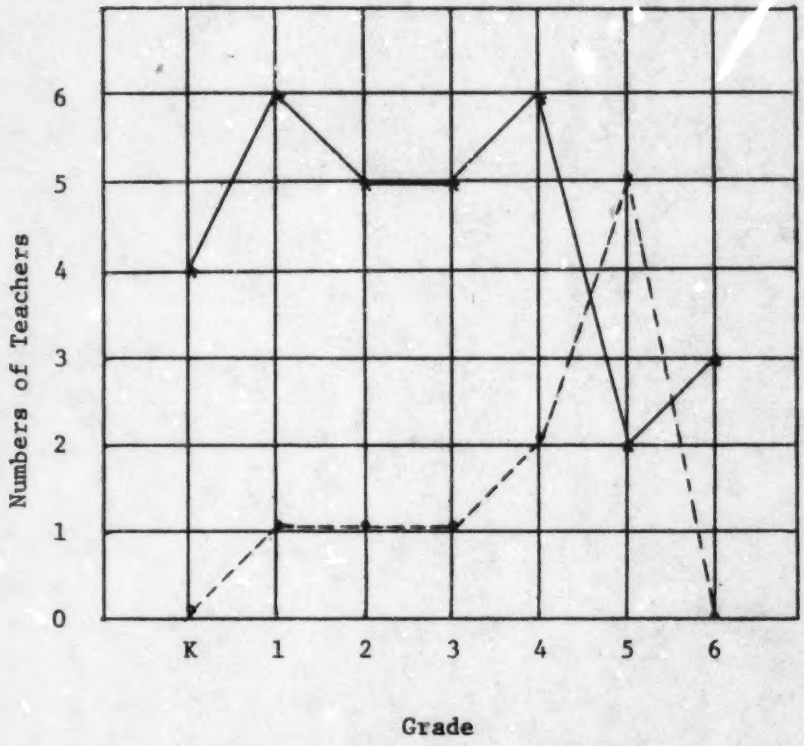
The survey study was divided into five sections and an introductory section which gathered information concerning the teachers experience, grade level, and use of out-of-classroom educational experiences.

Each section was designed to gather information relative to the extent that outdoor education was being used in the district elementary schools.

Figure 1 and Figure 2 represent the comparisons made from the information obtained in the introduction of the survey. This data was collected to determine if there is any association between grade taught and years of teaching experience, and participation in outdoor education experiences.

Figure 1 shows the relationship between the grade levels taught by those teachers who responded and the frequency of teachers participating in outdoor education experiences at each grade level.

The conversion of the data to a graph shows quite clearly the grade levels at which teachers have used outdoor education most frequently. The data suggest that there is a greater frequency of outdoor education experiences in grades kindergarten through four. In grades five and six, more teachers have not participated in outdoor education experiences than those that have had the experiences.



*____ Classes had outdoor education experiences
∘---- Classes did not have outdoor education experiences

Figure 1

Relation of grade taught to number of teachers using outdoor education

Figure 2 represents the relation of years teaching experiences, of those teachers responding, to the frequency of outdoor education experiences at each experience level.

Again, the data collected was converted to a graph in an attempt to isolate any trends. Although the data is not conclusive, there seems to be a trend toward teachers having from one to eight years of teaching experience engaging in outdoor education experiences more frequently. Teachers with nine to sixteen years of teaching experience show a tending for not participating in outdoor education experiences. The data does not

indicate any significant trends in using outdoor education in the range of seventeen to twenty-eight years of teaching experience, although there were two teachers with twenty years experience and three teachers with twenty-six years of experience that participated in outdoor education experiences.

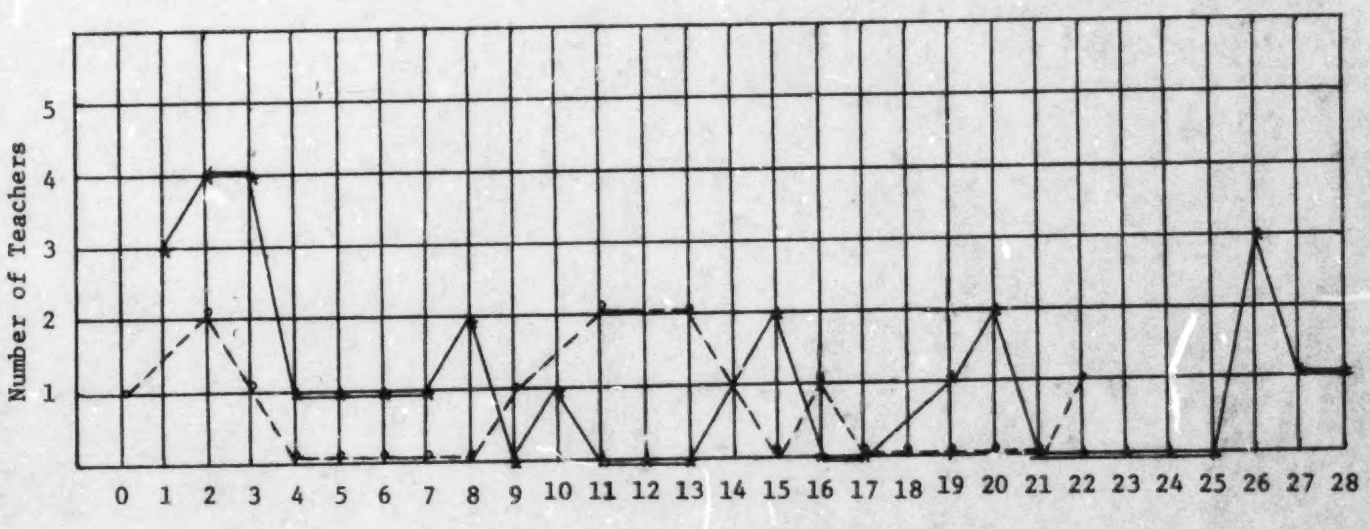

Number of Teachers
1
2
3
4
5
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
Years Teaching Experience
*____Classes had outdoor education experience
o----Classes did not have outdoor education experience

Figure 2

Relation of Years Teaching Experience to Number of Teachers using outdoor education

Section 1 of the questionnaire dealt with the actual outdoor education experiences conducted by the teachers. The data shows how many times an outdoor resource area was used in relation to the curricular areas studied.

Table 1 shows how each outdoor resource area was used in relation to the various areas of the curriculum. From this data we can determine which area of the curriculum is being stressed at the various resource area listed. The totals found at the right side of the table represent the total number of times a resource area was used. The totals at the bottom of the table represent the total number of times a curricular area was stressed in an outdoor educational experience.

From the data presented in Table 1, several distinct relationships between resource areas and curricular areas become evident. The more obvious relationships show that the school ground was used most often for science related activities and health and safety. Government agencies were used most often in social studies, government and mathematics. Science, physical education, health and safety and social studies were stressed most often on visits to various city parks. Nature Centers were used frequently for instruction related to science and conservation.

Table 1

Relation of Curricular Areas
To Outdoor Resource Areas

	Language Arts	History	Social Studies	Government	Math	Art	Music	Conservation	Science	Physical Ed.	Health-Safety	Other	Extras	Totals
School Ground	6	-	4	-	4	1	-	4	26	1	11	4	4	65
Industry	-	2	4	-	-	-	-	-	-	-	-	-	1	7
Business	1	-	3	-	-	-	-	-	-	-	-	-	-	4
Govt. Agency	-	-	12	7	7	-	-	-	1	-	2	-	-	29
Utility	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Farms	1	-	7	-	-	-	-	3	3	-	1	-	3	13
Historical Site	-	-	1	-	-	-	-	-	-	-	-	-	1	2
Museums	1	1	4	-	-	-	-	1	2	-	1	-	3	13
City Park	-	-	7	-	-	1	-	-	8	8	7	1	1	33
State or County Pk.	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Nature Center	-	-	-	-	-	-	-	4	9	-	1	2	4	20
Wildlife Refuge	-	-	-	-	-	-	-	1	1	-	-	-	2	4
Other	-	-	1	-	-	1	-	-	-	-	-	3	-	5
	9	3	39	7	11	3	-	14	52	9	24	10	16	197
														193

Totals shown on Table 1 give an indication as to how frequently various resource areas and curricular areas were used. Table 2 shows the frequency of resource areas use according to how many times it was visited by a class. From this table it can be seen that the most popular place to visit for outdoor education experiences, were the school grounds, city parks, government agencies, and nature centers. The school grounds were at least twice as popular as any of the other areas.

Table 2

Frequency of Resource Area Use in Outdoor Education Activities

Resource Area	Freq.	%		Resource Area	Freq.	%
School Ground	65	34		Other *	5	3
City Park	33	17		Business	4	2.5
Government Agency	24	13		Wildlife Refuge	4	2.5
Nature Center	21	11		Historical Site	2	1.3
Museum	13	7		State or County Park	1	0.6
Farms	10	5		Utility	0	0
Industry	7	4		Total	189	100

* Art Center, Zoo, Humane Society, Theatre

Table 3 shows the frequency of curricular area use according to how many times it was stressed on a visit to a resource area. The data presented on this table show that the curricular areas most freqently stressed in outdoor education experiences were science, social studies, and health and safety.

Table 3

Frequency of Curricular Area Use in Outdoor Education Activities

Curricular Area	Freq.	%		Curricular Area	Freq.	%
Science	52	28		Language Arts	9	5
Social Studies	39	21.5		Physical Education	9	5
Health-Safety	24	14		Government	7	4
Conservation	14	8		Art	3	2
Mathematics	11	6		History	3	2
Other *	10	5.5		Music	0	0
				Total	181	100

* Ecology, Library Skills, Animals Awareness

The data shown on Table 1 also indicates how many curricular areas have been stressed at each of the resource areas listed, and also the num-

ber of resource areas a particular curricular area has been used at. These comparisons give some indication of the versitility of a resource area or curricular area.

Table 4 shows how often the resource areas listed were used in relation to the twelve curricular areas listed. The school ground was used with nine of the twelve curricular areas, or 75% of the curricular areas listed were stressed on the school ground. Museums and city parks were used in conjunction with 50% of the curricular areas.

Table 4

Frequency of Resource Area Use in Relation
To Twelve Curricular Areas

Resource Area	Freq.	%		Resource Area	Freq.	%
School Ground	9	75		Business	2	17
City Park	6	50		Industry	2	17
Museum	6	50		Wildlife Refuge	2	17
Farms	5	42		Historical Site	1	8
Government Agency	5	42		State or County Park	1	8
Nature Center	4	33		Utility	0	0
Other *	3	25				

* Art Center, Zoo, Humane Society, Theatre

Table 5 indicates how often a curricular area was stressed at the thirteen resource areas listed. Social studies was the most versatile curricular area, being stressed at nine of the thirteen (69%) resource areas. Science followed closely with a 62% versitility rating. Health and safety was stressed at six of the thirteen (46%) resource areas.

Table 5

Frequency of Curricular Area Use in Relation
To Thirteen Resource Areas

Curricular Area	Freq.	%		Curricular Area	Freq.	%
Social Studies	9	69		Art	3	23
Science	8	62		History	2	15
Health-Safety	6	46		Mathematics	2	15
Conservation	5	38		Physical Education	2	15
Language Arts	4	31		Government	1	8
Other *	4	31		Music	0	0

* Ecology, Library Skills, Animals, Awareness

Section 2 of the questionnaire consisted of two parts. Part A asked the teachers to identify the reasons they have for conducting outdoor education experiences with their classes. The following responses represent the feelings of teachers toward outdoor education and how they see it as helping them in their instruction.

- First hand experience is more worthwhile than classroom explanations
- To further their concept of the unit and to make it a more concrete, realistic, and meaningful unit for them.
- To see things within the home region.
- Actual sensual contacts with life.
- While many vicarious experiences are very valuable, the real experiences, which we can provide, perhaps leave a more vivid impression.
- Provides variety in learning experiences.
- To work with concrete facts and materials.
- Experiences and learning that does not require an ability to read well, are valuable for special education children.
- Besides meeting the regular educational needs in a different setting, I think field trips give added opportunities for my class of retarded youngsters.

- To expose the students to an area in a way that cannot be done within the confines of the building.
- The best way to learn is by practical experience.
- I feel that children can be themselves and can realize that one need not be enclosed in a "school" in order to learn.
- Let kids feel what they are drawing.
- All too often people are born, educated, and take their places in society without ever realizing what the world is all about that they live in.
- School must be an unjoyable and useful experience for students. I feel outdoor education is maybe the only way that a school can be enjoyable and useful for some students.

Part B was related to the curriculum materials that the teachers used in conjunction with the outdoor education experience. The most popular resource materials were library books and other library reference materials. Textbooks, filmstrips, and booklets covering topics to be studied out of the classroom. Table 6 summarizes the material by the teachers and the frequency of use.

Table 6

Materials Used By Teachers for
Outdoor Education Experiences

Material	Freq.		Materials	Freq.
Library Books	8		Films	2
Library Ref. Materials	6		Materials From Site Visited	2
Textbooks	5		Handbook	1
Film Strips	5		Govt. Materials	1
Booklets	5		Personal Materials	1
ESS Kits	3		Industry	1
Newspapers	2		Newsletter	1
Magazines	2			

Section 3 of the questionnaire was concerned with the reasons why teachers had not taken their classes out of the classroom for educational experiences. This section was responded to only by those teachers who had indicated, in the introduction, that they had not engaged in an outdoor education experience in the last year.

The reasons are listed according to significance with the number of teachers responding to this reason in parentheses preceding the statement. Comments related to specific statements are given following the statement.

(6) Lack of teacher's guide for activities that can be done out of the classroom.

(5) Too much responsibility for students outside of the classroom.

(4) Do not have time to prepare out of classroom activity.

(4) Not aware of the potential of out of classroom learning.
Comment: I question the potential of out of classroom learning.

(3) Lack of class control because of informal nature of experience.

(3) Lack of equipment and reference materials.

(2) Lack of training in teaching outside the classroom.

(2) Class too large.
Comment: Class size is too large to be of value I'd like to place on many outside activities. I believe field trips are of more value when a child is age eight to nine years and over, and in groups of ten to twelve.

(2) Administrative difficulties in making arrangements and scheduling.
Comments: This is a problem if it involves a day we are assigned to playground or noon lunch duty.

(1) Lack of bus transportation.

(1) Administration unfavorable toward leaving the classroom.

(1) Do not feel comfortable teaching outside the classroom

Other Reasons

1. Arrangements fell through.

2. Classroom size and changing behavioral patterns require additional help for supervising such activities.

3. Students do not look upon these activities as educational, but rather as entertaining.

4. I am relying on tested methods presently, due to my newness to the profession.

5. Too many pupils in class who cannot take care of themselves and cause disruption.

6. Parents of disruptive students do not want to go on trips.

7. The age of the students limits places to visit. They have visited many places in other grades, cub scouts, brownies, etc.

8. Because I am a specialist (art), in order to have equal outdoor education for all I would have to do everything four times, which for things far away is inconvenient.

The responses to this section tend to fall into three general categories: 1) lack of teacher's guides, reference materials, and equipment needed for outdoor education experiences, 2) class size and disciplinary problems, and 3) lack of background in outdoor education techniques. A number of teachers also felt that time was not available to do the extra work associated with an out-of-classroom experience.

Section 4 was designed to obtain an opinion from the teachers concerning the need for a qualified specialist in outdoor education in the district.

Twenty-nine of the thirty-eight (76%) teachers who responded to this question felt that there was a need for an outdoor education specialist in the district. Of the twenty-nine who felt this need, two felt that certain other conditions in the district should be considered before outdoor education.

Those teachers who felt a need for an outdoor education specialist provided the following reasons for their opinion:

- I think I would do more of it (outdoor education) if I were made more aware of the many advantages of outdoor education.

- I would like to be able to have the children have more experiences and more contact with everyday happenings and so, in turn, I would like to have a chance to become better acquainted.

- Many of us aren't aware, or don't have time to prepare for outdoor education.

- I'm sure I would profit from a qualified specialist who knew more about it. I feel this is a very important area of study.

- I feel that a specialist will have had the special training, plus the special eye and ear to notice things that the person who spends most of his day in the classroom doesn't.

- Too many teachers (especially first year teachers) are not aware of all the experiences available.

- I feel at least direction and/or encouragement in this area could benefit all students (and teachers).

- I have found all specialists to be very helpful. This is an area in which few teachers have an adequate background.

- Outdoor education is definitely a different area of learning and should be treated in ways other than those of conventional classroom instruction.

- Most teachers are not qualified to do an adequate job of teaching outdoor education and don't have access to the materials necessary to do a good job.

Those teachers who did not feel an outdoor education specialist was needed in the district cited the following reasons for their opinion:

- I feel that with released time, and proper interest, teachers can direct and assist one another in training for outdoor education. If we could pool our knowledge of areas and resources we would be rich indeed.

- I think workshops would be adequate to handle this.

- Most of us, I believe, are aware of the opportunities for outdoor education and the need for it, therefore, I do not feel we need a specialist.

- The teachers could be qualified or not take the experiences.

Section 5 of the questionnaire asked the teachers for their opinion concerning the value of offering outdoor education workshops in the district. Thirty-three of the thirty-seven (89%) in response indicated that there was some value in offering outdoor education workshops for the teachers in the district.

The following reasons were cited in support of workshops in the district:

- I would like to do more things like this with my class, but feel uncertain of how to plan and go about it.
- An open area of education that should be exploited.
- We have quite a few areas and facilities in which could be exploited by someone who knows specifically what to look for, and could help in developing a meaningful field trip.
- Teachers could better prepare their students for field trips.
- Just for those who are interested in it and feel the need for such training.
- I would see more value in using in-service time to prepare units in this area, than what we have accomplished in most of our in-service meetings the last two years.
- To better inform the teacher of available resources at each grade level.
- Perhaps teachers feel they are inadequate to teach outdoor education and workshops would help answer questions and give ideas.
- A field trip, in order to be of real value should lead to many different activities and experiences, not merely a time out of the classroom. Many teachers do not see the many activities to correlate with a field trip.
- I would be very much interested in knowing more about the possibilities for experiences, and would like to have a chance for such workshops.
- This would be a good means to motivate interest in outdoor education activities, and also unite those with like interests to share and learn from one another.
- Many teachers do not know what places are available and how they can be related to classroom topics.
- So we might learn more about outdoor education.

- To help the reluctant teacher take the first steps to using outdoor education.
- It might help to give ideas for additional outdoor education.

Those teachers who felt workshops were of no value, thought so for the following reasons:

- Most workshops I have attended have not been very valuable experiences.
- Not everyone is involved.

DISCUSSION

Of all the data collected as part of this survey, the data collected in the introduction is probably the least accurate as far as the relationships made from it are concerned. The small number of people involved in this survey makes it difficult to make any conclusive statements about the relationship between grade taught and participation, in outdoor education activities, and years teaching experience, and participation in outdoor education acitivities. This is particularly true in the relationship between the years teaching experience and outdoor education experiences. Because of the small number of teachers found in each experience level there is not a significant difference between the number of teachers that have participated in outdoor education activities and those that have not, at a given experience level. The graph may be deceiving in this respect. These relationships however, may have implication for further research.

There are several interesting occurances to note from the matrix in Table 1 comparing the resource areas used to the curriculum areas stressed at each area. The emergence of health and safety as one of the most frequently stressed curricular areas outside the classroom is worthy of notice, because it is generally given little consideration in most curriculums. It is surprising to note that not one trip to a utility was reported, although an electric generating plant is located in the city. It may be a possibility that they are not conducting group tours for children. The high frequency of physical education activities at city

parks raises a question as to the nature of the activities. Are the activities related to liesure time or recreational pursuits? Or was the physical education class taken to the park for a change of scenery?

The high frequency of school ground use is not surprising as this is the most easily accesible resource area for the teacher because it does not require transportation. The frequent stress on science in outdoor activities is expected as that is one of the more easily adapted subjects to an out-of-classroom setting.

SUMMARY

The purpose of this study was to determine the extent of outdoor education in the elementary schools of the Port Washington, Wisconsin public school system in the last one and a half years, and to determine the feelings of teachers toward improving outdoor education in the district. More specifically, the survey attempted to:

1. Determine the frequency of out-of-classroom experience in the last year and a half.
2. Determine the areas of curriculum associated with the out-of classroom experiences.
3. Determine the factors which discouraged outdoor education experiences.
4. Determine the reasons why teachers engaged in outdoor education activities.
5. Determine what educational materials were associated with outdoor education experiences.
6. Determine the feeling of teachers toward improving outdoor education in the district through specialists or workshops.
7. Determine the relationships of grade taught and years of teaching experience, to the use of outdoor education in the curriculum.

The survey questionnaire was given to all of the elementary education teachers in the school district, kindergarten through sixth grade, and specialists in art and special education.

An analysis of the questionnaire data resulted in the following statements:

1. Outdoor education experiences were most frequent in grades kindergarten through four.

2. Teachers with one to eight years of teaching experience tended to engage their classes in outdoor education experiences more frequently than teachers at other levels of experience.

3. Teachers with nine to sixteen years of teaching experience had a tendency to not use outdoor education.

4. The school ground was used most frequently for instruction in the areas of science and health and safety.

5. Government agencies were used most often for instruction in social studies, government, and mathematics.

6. City parks served frequently as resource areas for instruction in the areas of science, physical education, health and safety, and social studies.

7. Nature centers were used frequently for studies related to science and conservation.

8. The most frequently used resource areas for outdoor education activities were the school grounds, city parks, government agencies, and nature centers. The school ground was used at least twice as much as any other resource area.

9. The curricular areas most frequently stressed in outdoor education experiences were science, social studies, and health and safety.

10. The school ground, city parks, and museums were used as resource areas in association with at least 50 per cent of the curricular areas.

11. Social studies, science, were stressed at more than 50 per cent of resource areas.

12. Most teachers used outdoor education in their instruction because they felt that it provided their students with realistic, practical experiences not available in the classroom.

13. Teachers used library materials, textbooks, filmstrips, and booklets most often in conjunction with their outdoor education experiences.

14. Teachers not using outdoor education in their instruction were discouraged by the lack of teacher guides, reference materials and equipment; class size and disciplinary problems; lack of background in outdoor education techniques; and lack of sufficient time to prepare for outdoor education acitivities.

15. Seventy-six per cent of the responding teachers felt there was a need for an outdoor education specialist in the district.

16. Eighty-nine per cent of the teachers responding felt that workshops in outdoor education would be of value.

RECOMMENDATIONS

On the basis of the information obtained from this study, the following recommendations are made:

1. An effort should be made to make use of more of the available resource areas such as museums, farms, industries, businesses, state and county parks, historical sites, and utilities.

2. An attempt should be made to incorporate more areas of curriculum into outdoor education experiences. These areas would include mathematics, language arts, government, art, history, and music.

3. Library resource centers should be supplied with materials related to outdoor education to aid teachers in the planning and conducting of outdoor education experiences. These materials should be related to the activities most frequently used in outdoor educatinn experiences, and also areas not used frequently to encourage the use of these areas of study in out-of-classroom activities.

4. Teacher aids having some training in outdoor education should be made available to teachers to reduce class size for outdoor education experiences.

5. Workshops in outdoor education should be made available to the teachers of the district.

6. An outdoor education specialist should be made available to assist teachers in preparing for outdoor education experiences, coordinate the acquisition of outdoor education materials, and conduct teacher workshops in outdoor education.

APPENDIX

Appendix A

Survey Questionnaire

Outdoor Education Survey

There are essentially two reasons why I am asking for your co-operation in completing this survey. First, as a graduate student in the Department of Outdoor Education at Northern Illinois University, I am interested in how teachers are involved in instruction outside of the classroom (outdoor education). Secondly, having taught in the Port Washington school system, I am interested in determining the extent of out-of-classroom educational experiences in this district, and how it might be improved.

The definition of outdoor education is determined, for the most part, by the person using the term and what he wants it to describe. In the case of this survey, I have chosen to define outdoor education as an out-of-classroom educational experience that is realted to the curriculum. If you will use this definition as a reference, I think that you will find this survey quite easy to complete.

I would appreciate it if you could complete the survey and return it to your school office on or before December 1, 1972. If there are any questions concerning this survey please direct them to either Al Nielsen or Mr. Steinert.

Thank you for your co-operation.

Sincerely,

Ned Gatzke

Outdoor Education Survey

School_____Grade_____Years Teaching Experience_____

The purpose of this survery is to: 1) ascertain the frequency of out-of-classroom educational experiences taking place in the elementary schools in the district; 2) determine the areas of the curriculum related to the out-of-classroom experience; 3) determine the feelings of teachers toward the future of outdoor education in the district; and 4) determine factors encouraging and discouraging out-of-classroom education experiences.

A._____I have taken my students out of the classroom for educational experiences during the school year 1971-72 and 1972-73 to date.

B._____I have not taken my students out of the classroom for educational experiences during the school year 1971-72 and 1972-73 to date.

1. If you checked statement A, proceed to Part I of the survey.

2. If you checked statement B, proceed directly to Part III, of the survey.

I. Areas of Out-Of-Classroom and Curriculum Involvement

Where have your classes gone outside the classroom and what area of curriculum was the activity related to?

Directions:

Listed below in part A are resource areas that you may have visited with your class. Part B consists of curriculum areas that may have been stressed in the visit to the resource area, with each curricular area having a letter assigned to it.

In the blank preceding the resource area description, place a number which represents the number of times your class has used a resource area in the last year (1971-72) and this year to date. Following this number place a letter representing the curriculum area that was stressed during the visit.

Example: 3A City park - Visited a city park three times, each time stressing language arts.

2B-1M Museum - Visited a museum two times stressing history and one time stressing science.

A. Resource Areas

_____School grounds or vicinity

_____Industry (factory, etc.)

_____Business (grocery store, etc.)

_____Historical site

_____Museum

_____City parks

Outdoor Education Survey (cont.)

_____Government service (fire dept., post office, etc.)

_____Utility company

_____Farms (dairy, poultry, etc.)

_____State or county park

_____Nature center

_____Wildlife refuge (Other-specify)

B. Curriculum areas

A. Language Arts
B. History
C. Social Studies
D. Government
F. Mathematics
G. Art
H. Music
K. Conservation
M. Science
P. Physical Education
S. Health-Safety
Other (specify)
X.
Y.
Z.

II.

A. Please identify, and then list below, the reasons why you have taken your class out of the classroom for educational experiences.

B. Please list any curriculum materials you have used which are related to teaching out of the classroom, such as texts, booklets, handbooks, government materials, etc.

III.

If you have not taken your class out of the classroom for educational experiences, identify the reasons why you have not. Please consider the following statements and check the ones which tend to fit your situation. If there are reasons not listed here, feel free to identify additional reasons in the spaces provided.

1._____not interested
2._____do not feel comfortable teaching out of the classroom
3._____lack of training in teaching out of the classroom
4._____not aware of the potential of out of classroom learning
5._____do not have time to prepare out of classroom activity
6._____too much responsibility for students out of the classroom
7._____lack of class control because of informal nature of experience
8._____administrative difficulties in making arrangements and scheduling

Outdoor Education Survey (cont.)

9._____interrupts normal classroom work
10._____lack of bus transportation
11._____administration unfavorable toward leaving the classroom
12._____class size too large
13._____lack of teacher's guide for activities that can be done out of the classroom
14._____lack of equipment and reference materials
15._____others (specify)
_____
_____
_____
_____

IV.

Do you feel there is a need for a qualified specialist to direct and assist in teacher training in Outdoor Education (out-of-classroom)? Why or why not?

Yes_____ No_____

Comments:

V.

Do you personally see a value in offering Outdoor Education workshops in the district? Why or why not?

Yes_____ No_____

Comments: